Annual Report on Official Languages 2003-2004

Northwest Territories

October 2004

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Annual Report on Official Languages 2003-2004

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Honourable Charles Dent
Minister Responsible for Official Languages

I am pleased to present the first annual report as Minister Responsible for Official Languages for the Government of the Northwest Territories, as required under the revised legislation. The preservation and promotion of all our languages is essential to ensure that every Northerner is able to fully celebrate his or her unique cultural identity. Knowledge of language and culture constitutes an essential starting point for ongoing learning, growth and well being throughout our lives.

The past year has been one marked by change. As Minister responsible for Official Languages, I have had the honour and privilege of leading the implementation of several new initiatives following the adoption of Bill 31, *An Act to Amend the Official Languages Act*, in October 2003 which included the designation of our eleven Official Languages; Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey and Tłı̨chǫ.

As these Legislative amendments came into force with only a few months left in the fiscal year, considerable work was put towards enacting these changes. Since the time of this report, we have completed the establishment of our two new boards, the Official Languages Board and the Aboriginal Languages Revitalization Board. Members of these boards have been nominated by their respective language communities, and are scheduling their first meetings for October 2004. I look forward with anticipation to the accomplishments that we know will come.

I would like to thank all the volunteers, Elders and teachers who have made invaluable contributions to our languages in the North. Your active involvement, dedication and partnership are essential for ensuring all our languages are available for generations to come.

By evaluating our programs openly, we are able to recognize our successes, as well as identify those areas that will continue to require improvement. On behalf of the Government of the Northwest Territories, I present the annual *Report on Official Languages, 2003-2004*.

Charles Dent

Honourable Charles Dent
Minister Responsible for Official Languages

Introduction

On September 30, 2003, the Government of the Northwest Territories' (GNWT) Response to the Final Report of the Special Committee on the Review of the Official Languages Act was tabled in the Legislative Assembly. This included a commitment to introduce several legislative amendments to the *Official Languages Act* that were subsequently adopted by the 14th Legislative Assembly in October 2003. Implementation of these amendments has been completed or is presently underway. Full details of these changes are outlined in the first section of this report.

Also, the preparation of an annual report itself has now become a statutory requirement: Under section 25.2. (1) of the revised *Official Languages Act 2003*, the Minister is required to "prepare, in respect of a fiscal year, an annual report on Official Languages, including:

(a) an assessment of the status of each Official Language, based on such information as is available; (Appendix 1)

(b) an evaluation of the effectiveness and efficiency of the policies and programs of government institutions relating to Official Languages, including an analysis of program expenditures; and

(c) a report on the activities of the Official Languages Board and the Aboriginal Languages Revitalization Board."

The GNWT *Annual Report on Official Languages, 2003-2004* meets the statutory requirements outlined above and has additionally included an update on:

- the establishment of the two (2) languages boards;
- achievements in education and across the GNWT in the provision of programs and services in the Aboriginal languages and in French;
- partnerships with, and activities of the Aboriginal and French language communities; and
- a discussion carried out of evaluations of relevant GNWT programs and services.

This report outlines the many changes that have been adopted and implemented in the area of Official Languages in 2003-04. Given the breadth of legislative change adopted in the latter half of the fiscal year however, it is not surprising in several instances full implementation will not be expected to occur until the 2004-05 year. This report highlights both what has been achieved so far, and those areas where further action is expected in 2004-05 and beyond.

With this report intended as annual overview of activities under the Government of Northwest Territories funding, recognition must be given under the *Canada-NWT Cooperation Agreement on French and Aboriginal Languages*, a full detailed activity report is issued on an annual basis to account for the use of federal funding provided under this agreement.

Achievements: Implementation of Legislative Changes

The GNWT's Response to the Special Committee on the Review of the Official Languages

In 2003-04, the GNWT took the time to review, consider and respond to the Special Committee on the Review of the Official Languages' findings; and in October 2003, the *GNWT's Response to the Final Report of the Special Committee on the Review of the Official Languages Act* was tabled in the Legislative Assembly and distributed publicly. This document provided a detailed response to each of the 65 recommendations made by the Special Committee earlier in 2003 and presented a commitment to action.

A Revised *Official Languages Act* for the NWT

At the forefront of the Special Committee's report was the recommendation that significant changes be made to the *Official Languages Act*, including the way the *Act* is administered, as well as the respective roles of the Territorial Government, Legislative Assembly and Languages Commissioner in supporting, promoting and maintaining the Official Languages of the Northwest Territories.

In response, the Legislative Assembly adopted Bill 31, *An Act to Amend the Official Languages Act*, which incorporated amendments to:

- ensure that Inuinnaqtun, Inuvialuktun, North Slavey and South Slavey are fully identified as Official Languages;
- establish an Official Languages Board and an Aboriginal Languages Revitalization Board, and provide for their membership and duties;
- provide for the appointment, resignation, suspension and removal of the Languages Commissioner, and for the appointment of an Acting Languages Commissioner or a Special Languages Commissioner in specified circumstances. It should be noted that the implementation of the two language boards effectively allows the Languages Commissioner to focus on the ombudsman-like role of that office;
- introduce new regulation-making authorities; and
- introduce a Minister Responsible for Official Languages assigned with responsibility for the *Act* itself and "for the general direction and coordination of the policies and programs of the GNWT that relate to Official Languages."

Establishment of the Official Languages Board and the Aboriginal Languages Revitalization Board

The revised *Official Languages Act* provided for the establishment of two advisory boards; the Official Languages Board and the Aboriginal Languages Revitalization Board, to become fully operational in the 2004-05 year.

The Official Languages Board is to be comprised of representatives from each of the Official Language communities of the Northwest Territories; Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, and Tłı̨chǫ. This board's mandate provides that it:

a) "may review the status of each of the Official Languages and their use in the administration and delivery of services by government institutions, and may, in the course of that review, evaluate the provisions, operations, and effectiveness of the *Official Languages Act";* and

b) may advise and make recommendations to the Minister with respect to any matter within its review." [*Official Languages Act, section 29 (1)]*

The Aboriginal Languages Revitalization Board is to be comprised of representatives of the Aboriginal Languages communities of the NWT; Chipewyan, Cree, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, and Tłı̨chǫ. This board's mandate provides that it:

a) "may review programs and initiatives of communities, government institutions and other bodies or institutions to maintain, promote and revitalize Aboriginal languages, and may, in the course of that review, evaluate the provisions, operations and effectiveness of the *Official Languages Act;* and
b) may advise and make recommendations to the Minister with respect to any matter within its review." [*Official Languages Act, section 31 (1)]*

The *Official Languages Act, 2003* furthermore included provisions allowing the Executive Council to make regulations prescribing persons, bodies or organizations to serve as the representatives of specified language communities for the two languages boards.

Following the adoption of the revised *Official Languages Act* in November 2003, the GNWT contacted all of the Official Languages communities to inform them of the impending establishment of the new boards and inviting nominations for representatives to be put forward. Concurrently, the process of drafting regulations for each of the boards was initiated.

Achievements: Education and Official Languages

Overview

On behalf of the GNWT, the Department of Education, Culture and Employment signs, and coordinates the funding for the *Canada-NWT Cooperation Agreement on French and Aboriginal Languages*.

Responsibility for the many programs involving languages also falls under the mandate of ECE through educational and cultural initiatives as well as for French translation services for all GNWT departments, boards and agencies.

Language Nest Programs - Early Childhood

In recognition of the importance of language revitalization in the NWT, Language Nest programs were included as a component of the *Early Childhood Development Action Plan* for the period 2001-04 under the Department of Education, Culture and Employment (ECE).

Language Nests are early childhood immersion programs that are designed to restore and enhance the use of Aboriginal languages by young children, as well as by their parents and other family members. Indeed, community and parental involvement are essential for success. The promotion of local Aboriginal culture and language in early childhood programs by speakers who are fluent in the local language are key elements of these programs. Through these programs, children are exposed on a daily basis to everyday words, concepts, and traditional practices in their Aboriginal language of origin.

The vision that guided the development of Language Nest programs in the NWT is based on research carried out on two levels. First, an analysis of successful language nest models and adult language acquisition programs was completed in spring 2002. Second, detailed information was collected on a community-by-community basis about both Aboriginal language acquisition and existing resources available for adult populations as well as young children.

In 2003-04, eighteen programs were funded by the GNWT for Chipewyan, Cree, Tłı̨chǫ, Gwich'in, Inuinnaqtun, Inuvialuktun, North Slavey and South Slavey language communities. Criteria for implementation of such programs included the existence of a well-established early childhood center as well as strong community and parental support.

In order to facilitate this process, language development training was provided to 25 Language Nest staff in 2003-04. Also, all adult caregivers including staff, parents and others were offered Aboriginal language classes. Traditional resource materials were developed and traditional activities such as games, drumming, and storytelling were organized. Finally, focus groups were held with Elders and other community members as a means to coordinate community efforts in revitalizing the language and to facilitate widespread involvement in Language Nest programs. In further support of Language Nest programs, several preschool books were published in Chipewyan, Tłįchǫ, North Slavey, and South Slavey through ECE for resource materials.

In keeping with the evaluation completed annually for the Early Childhood Action Plan, questionnaires were developed and used to collect baseline data for participants of these Language Nest Programs.

Teaching and Learning Centres

Teaching and Learning Centres (TLC) provide support to Aboriginal language programs in Northwest Territories' schools, develop materials and resources for teaching Aboriginal languages including storybooks, dictionaries and videos; provide translation of teaching material, and may offer language and literacy courses to teachers. Each TLC's priorities are based upon the needs and priorities identified by the relevant Divisional Education Council, and may include language specialists; translators, interpreters, curriculum specialists, Elders, researchers, writers and illustrators. In 2003-04 Teaching and Learning Centres were operational in Fort McPherson (Gwich'in), Inuvik (Inuvialuktun), Norman Wells (North Slavey), and Fort Simpson (South Slavey).

Teaching and Learning Centre staff has continued to support the implementation of Inuuqatigiit (1996), Dene Kede K-6 (1993), Dene Kede 7 (2002) and Dene Kede 8 (2003). Staff also participated in consultations about the revision of the Northern Studies 10 curriculum, the most recent of which was held in January 2004.

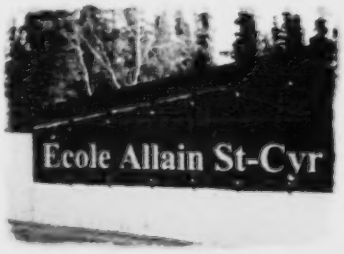
TLC staff participated in consultations regarding the development of an Aboriginal language resource website scheduled to be launched in summer 2004. In recent years, ECE has offered training sessions designed to assist in language resource development. Also, discussions have been held on the roles and responsibilities of TLCs with a view to develop consistency across the NWT. Expansion of TLCs remains a goal for ECE as these centers contribute significantly to the revival and strengthening of Aboriginal language programs across the NWT.

Schools - Education and Curriculum (K-9)

ECE is committed to continue its work on developing a generic Aboriginal second language curriculum. This template will be designed in such a way as to be adaptable for other Aboriginal languages in the future.

In 2003-04, a contribution agreement was signed with the Beaufort Delta Divisional Board of Education to draft a prototype of a second language curriculum. As a result, and following extensive research, the introductory section, pedagogical basis and organizational framework of the curriculum were developed based on the philosophy of the two Aboriginal language and culture curriculum documents, *Dene Kede* and *Inuuqatigiit*. Thematic outlines were prepared for the primary and elementary grade groupings and consultations about the curriculum were held with the staff of Teaching and Learning Centres. Development of curriculum outcomes, language content, teaching strategies, and student activities began for the Gwichi'in and Inuvialuit languages. It is expected that this important work will continue in 2004-05 with a review of other language groups to ensure compatibility with the prototype.

French First-Language Education and French as a Second-Language Instruction



Under the Official Languages in Education (OLE) Agreement with the department of Canadian Heritage, ECE provides French First-Language education, and French as a Second-Language instruction through provision of funding for additional staffing, resource procurement, ongoing professional development of staff and school cultural activities.

In 2003-04, ECE provided training in the areas of French Language Arts, Français and Social Studies to francophone and French Immersion Teachers. Educational materials for grades 1-9 were purchased to ensure continued implementation of each of these subject areas. As well, francisation workshops were organized for teachers at NWT francophone schools using the new Pan-Canadian resource developed by the Council of Ministers of Education, Canada (CMEC). This CMEC kit provides staff with the knowledge and required tools to address the specific educational needs of francophone right-holder students, who are not fluent in French.

Special project funding was made available to Divisional Education Councils (DECs) and some District Education Authorities (DEAs) towards educational student outings, the purchase of French computer software and hardware, and

the development and adaptation of educational resources. The Commission scolaire francophone de division also received funding to extend library opening hours as a way to ensure greater accessibility for students, parents and the community at large outside of school hours

Supplementary funding was provided to the Beaufort-Delta Divisional Education Council to support the extension of the French Immersion Program. As a result, in 2003-04, Inuvik students had the opportunity to attend the French immersion program from Kindergarten to Grade 2. Under this same funding agreement, the Commission scolaire francophone de division also supported its francisation program at École Boréale in Hay River.

ECE continues its partnership with the department of Canadian Heritage to co-finance the construction of school facilities for francophones in a minority setting. Phase one of a project in Hay River was completed in 2003-04 and construction is scheduled to begin in 2004-05.

Aboriginal Educator Leadership Institute

The Aboriginal Educator Leadership Institute (AELI) which is supported by ECE, aims to develop proactive strategies to support and promote Aboriginal language and culture in education. As such, the work of the AELI is closely connected to a number of recommendations related to increasing and improving Aboriginal language education contained in the *Final Report – Special Committee on the Review of the Official Languages Act.*

A meeting was held in Inuvik, in November 2003 that was attended by a cross-section of 19 Aboriginal participants, including administrators, DEC/DEA board members and educators. The meeting emphasized the need to recruit and retain more Aboriginal people at all levels in education, as this is essential for building and sustaining an education system that is strongly rooted in the languages and cultures of NWT Aboriginal Peoples.

A key challenge for the future is to ensure that AELI can continue as a forum for discussing key issues from an Aboriginal educational perspective, and potentially to develop a lens for policy and program development as it pertains to Aboriginal language and culture-based education. From December 2003, a small working group of AELI members provided guidance to ensure that Teacher Education Program course offerings have a solid grounding in Aboriginal perspectives.

Aurora College Aboriginal Language and Cultural Instructor Program

The one year Aboriginal Language and Cultural Instructor Program (ALCIP) is currently offered on a part-time basis through a partnership between Aurora College and the regional Divisional Education Councils. The program, which combines coursework with a supervised practicum, has met with the greatest success in recent years. Part-time delivery has made it possible to meet the specific training needs of each region and language group.

Graduates of the program are eligible to be certified by ECE to teach the K to 12 Aboriginal language program in NWT schools. The program provides a means both to increase the number of qualified Aboriginal language instructors in the NWT, and to build upon the skills, knowledge and network of those already employed in this very specialized field.

In 2003-04, courses were offered in the Beaufort Delta, Deh Cho, Tłı̨chǫ, Sahtu, and for the first time, in the South Slave. A total of 7 courses were offered to 45 participants.

Adult Education - Dene as a Second-Language Curriculum

In 2003-04, The Department of Education, Culture and Employment approached the Dene Cultural Institute to develop a Dene as a Second Language (DSL) curriculum for adults that could be adapted to each of the Dene languages in the Northwest Territories.

The Dene Cultural Institute responded positively and initiated the process by consulting with Elders and other language specialist at a specially organized two-day workshop. The Institute also arranged a visit to a center in the Yukon, consulted a linguist on structure and terminology, and reviewed and adapted goals and benchmarks from the *Common Curriculum Framework for Aboriginal Languages* to develop sequenced DSL benchmarks. Several draft documents, including a word list for Dene Zhatie and lesson plans were developed and sent out for comments to specialists in all regions.

Aboriginal as a First Language Curriculum

In 2003-04, ECE and Aurora College initiated the development and pilot delivery of a course for first language speakers of Tłı̨chǫ. The aim of the Tłı̨chǫ course is to introduce Aboriginal language learning and literacy skill development through drama and creativity. The project has involved a close partnership between Aurora College and the community of Rae-Edzo. This course built on existing introductory courses and can be adapted to any of the NWT Official Languages

Ministerial Council on Literacy

The Ministerial Council on Literacy (MCL) was established in 2001 as an advisory body to the Minister of ECE. In addition to advising on the implementation of the NWT Literacy Strategy, the Council also provides a forum for public input into literacy matters and provides, through the Minister of ECE, recommendations on literacy issues to the GNWT as well as promoting information sharing and identification of literacy issues.

The MCL includes: representatives from Aboriginal organizations as well as NWT Official Language communities; a student in an Adult Literacy and Basic Education (ALBE) program; ECE, including an educational council and non-governmental organizations. In 2003-04, the MCL met on two occasions and submitted 15 recommendations to ECE on issues such as the organization of literacy programs and the allocation of financial resources to the Literacy Strategy. As every year, three MCL literacy awards were given out in recognition of outstanding commitment to and promotion of literacy.

Language Leader Award

In 2003-04, as in the past, individuals and groups were recognized for their dedication and the promotion and teaching of their languages on a voluntary basis. Nominations received were forwarded to each of the language communities, allowing them to indicate to the Minister Responsible for Official Languages who should be honoured with a Language Leader Award. The nine 2003 award recipients were recognized with both a certificate and a small honorarium.

The GNWT remains committed to recognizing the achievements of all those who work hard for the survival of their languages. Nonetheless, it is expected that in the future the need for this specific award will be reassessed, especially in light of the apparent overlap with other awards, most notably the Minister's Literacy Awards.

Achievements: Government Services and Official Languages

Communication With the Public

The Department of Education, Culture and Employment (ECE), through its Language Services Section, works in close partnership with all GNWT departments, boards, and agencies to ensure the effective application of the Official Languages Policy and Guidelines in compliance with the *Official Languages Act* and regulations.

The GNWT is committed to the provision and promotion of government services and publications in the Official Languages of the NWT.

- The Legislative Assembly endeavors to provide television rebroadcast coverage of House proceedings in as many Aboriginal languages as is practicable. This coverage extends to all areas of the NWT and is provided on a rotational basis to ensure equity in language provision for all Official Languages. This service is in addition to the Aboriginal language interpreting provided to Members by private sector interpreters during sittings of the Legislative Assembly;

- The Department of Justice ensures that all Bills, *Acts*, regulations, and issues of the NWT Gazette are translated into French, as required by statute;

- Aboriginal and French interpretation and translation services are available throughout the NWT courts system;

- In 2003-04, ECE's Language Services Section translated into French over 800,000 words for GNWT departments, boards and agencies;

- Through the use of private contractors, GNWT departments, boards and agencies ensure the translation of materials into Aboriginal languages; and

- The Department of Health and Social Services (HSS), along with the Health and Social Services Authorities, offers services either in the form of direct services provision by bilingual staff or by offering interpreting and facilitation services in an Aboriginal language or in French.

HSS has led the way on the development of new and improved initiatives in 2003-04. The Department initiated the planning and development of Tele-Care

NWT, a new 24-hour, confidential, telephone nursing service to be made available to all NWT residents. This health information service is to be offered by bilingual English/French nurses registered in the NWT. It will also be available in all official Aboriginal languages of the NWT, through the use of interpreters.

HSS continues to support the successful Northern Nursing and Nurse Practitioner Programs. Funded by the Department of Health and Social Services, The Nurse Practitioner Program is offered through Aurora College. The Northern Nursing program, which is financed through ECE, is also available at Aurora College. HSS continues to support students in these programs through bursaries and mentorship programs.

An integral part of both these nursing programs are clinical placements that are provided by the Health and Social Services Authorities in settings that include hospitals, clinics, home care and more. This initiative helps to make it possible for Aboriginal residents to be trained and educated as health professionals; which in turn allows for the improved integration of Aboriginal languages and cultures into the health and social services system.

Single-Window Service Centre

The GNWT has begun exploration of the potential to offer a broad range of GNWT programs and services in French at one single location.

The project follows from a study carried out in 2002-03 by the *Association franco-culturelle de Yellowknife* (AFCY) that was partly funded by the GNWT. This initial study had examined the feasibility of a francophone community and cultural center that would include a governmental service center.

In December 2003, a contract was awarded to identify the specific services that could be delivered in a single-window service center, through consultation with the Francophone community as well as GNWT departments and their agencies. It is expected that this study will be completed in fall 2004.

Early Childhood Development

The Departments of Education, Culture and Employment and Health and Social Services recognize the importance of fostering and supporting the acquisition of Aboriginal and French language skills from an early age.

In September 2001, the departments together launched the Early Childhood Development Framework for Action, which included a range of initiatives in support of Official Languages learning by and for Northerners of all

ages. Activities included multi-lingual public service announcements to promote healthy living; a total of 650 Family Learning Kits distributed to parents in 2003-04 to facilitate reading to young children in their Aboriginal language of origin, in French or in English; and a parenting video designed to be shown in Health Centre waiting rooms and used in home visitation programs.

Achievements: Partnerships With Language Communities

Aboriginal Languages Communities Program

The Government of the Northwest Territories (GNWT) has supported Aboriginal language communities in developing and implementing their strategic language plans. Annual funding is provided through contribution agreements based on available funds and the submission of yearly action plans. As a result, approximately 85 activities were supported in seven Aboriginal language communities in 2003-04.

In 2003-04, the Department of Education, Culture and Employment (ECE) also provided training and support to the Aboriginal language communities for updating and reviewing of their language plans, and for creating a common reporting system that incorporates results-based activities and outcomes. The aim is to ensure that Aboriginal language communities gain greater control over their own programs and activities, including the tools necessary to accurately report on results and demonstrate success. Equally important, Aboriginal Language Coordinators are to be supported in their efforts to provide training, information and support to the smaller language communities in their regions.

Aboriginal Languages Literacy Program

The Aboriginal Languages Literacy Program is administered by ECE with the aim of improving literacy levels in the NWT and raising awareness of the importance of Aboriginal languages literacy.

In 2003-04, funding was allocated to the language regions, namely; Inuvialuit, Gwich'in, North Slavey, South Slavey, Tłı̨chǫ, Chipewyan and Cree. A total of 45 activities were funded, ranging from an ethnobotany project, to a children's video and funding for a language resource center. To qualify for funding, projects had to focus on community and family literacy and contribute towards literacy in its broadest sense; defined as:

> "an individual's ability to listen, speak, read, write, view, represent, compute and solve problems in one or more of the NWT Official Languages at levels of proficiency necessary to function in the family, in the community and on the job."

The Geographic Place Names Program

The Geographic Place Names Program helps communities gain official recognition for traditional place names in the NWT. The Prince of Wales Northern Heritage Centre (PWNHC) website has a searchable database containing over 8,000 entries. Many of these are Aboriginal language place names, and additional names are added as communities submit them and they are approved. On average, in 2003-04, there were 400 searches monthly on the geographic place names database.

In 2003-04, the community of Holman continued working on over two hundred Innuinaqtun place names in the traditional land use area. As well, the Yellowknives Dene First Nation collaborated with the PWNHC on a project to digitize traditional land use data, including place names. Finally, the PWNHC's website was expanded with the addition of a program entitled "The Inuvialuit Place Names Virtual Exhibit", that explores 22 traditional place names through a multi-media virtual 'journey' (http://pwnhc.ca/inuvialuit/).

Aboriginal Languages and Archives

In 2003-04, the PWNHC catalogued and digitized several of its extensive collections of Aboriginal language sound recordings to improve public access. Included were Inuvialuktun, Gwich'in and North Slavey stories, interviews and other recordings collected in the 1960s and 1970s by the Oblate missionaries and the Committee for Original Peoples Entitlement, as well as North Slavey songs from the 1950s recorded by Father Rene Fumoleau.

The PWNHC also continued its partnership with the Inuvialuit Cultural Resource Centre to develop Inuvialuit language heritage programs on the 'Lessons From the Land' website. In addition to the place names virtual exhibit that was established, work also began in 2003-04 on the development of additional modules, including "Journey to Kitigaaryuk".

Aboriginal Languages Website Project

ECE is undertaking the development of a website dedicated to supporting and promoting the work of the NWT Aboriginal language communities. This website is expected to act as a portal directing researchers to desired information resources. The website will also allow members of the language communities to add links.

In 2003-04, the project team led by the Director of the Culture and Heritage Division was established and its terms of reference approved. In line with the ECE Business Plan, consultations were held within the Department and a database was developed. A proto-type website was created and demonstrations were organized for members of the Aboriginal language communities who were invited to provide feedback.

Aboriginal Broadcasting Program

ECE provides funding to the Native Communications Society (NCS) to support Aboriginal language programming on CKLB radio, and for the production of television programming aired on the Aboriginal Peoples' Television Network (APTN). NCS's radio service receives core funding to provide for Aboriginal broadcasters and operators working in four Dene languages. Core funding provided to the Inuvialuit Communications Society (ICS) supports production of television programming, Tamapta and Suangaan, both broadcast on APTN.

Achievements in 2003-04 include NCS coverage of National Aboriginal Day festivities, CKLB live coverage of the Dene Leadership meeting in Aklavik, two major contracts awarded to local Aboriginal organizations for the production of public service announcements, publication of the Tusaayaksat Newspaper, and extensive work linked to the production of two programs aired on APTN.

Certification of Aboriginal Interpreters/Translators

The GNWT privatized its Aboriginal language translation and interpreting services in 1997. Since then, ECE has worked with a committee of industry representatives, educators and service users to develop a code of ethics, occupational standards and a certification process for interpreters/translators. Before recognition of this occupation could be obtained from the Apprenticeship, Trade and Occupational Certification Board, however, it was necessary to set language standards and develop testing materials. As language communities themselves are best placed to carry out this work, the Department approached a number of groups in order to develop a pilot project to accomplish this work.

In 2002, the Akaitcho Territory Government took up the challenge of developing standards and testing materials for Chipewyan. The testing materials were delivered to the GNWT in March 2004 and testing of Chipewyan interpreters/translators is expected to start in the 2004-05 fiscal year.

Once the entire process for Chipewyan is completed, other communities will be approached in 2004-05 to engage in their own certification of interpreters/translators, using the Chipewyan materials as a starting point.

Support to the French-Speaking Community

In 2003-04, the GNWT maintained its support to the NWT French-speaking community through funding provided by ECE under the Community Cultural Development Program. As a result, the Fédération Franco-TéNOise (FFT) was itself able to support a range of social and cultural activities organized by l'Aquilon community newspaper, radio Taïga, French associations across the NWT and Garderie Plein Soleil daycare.

ECE also provided funding directly to the Association Franco-culturelle de Yellowknife to coordinate development of plans for a French cultural community centre in that city.

Evaluation and Effectiveness of GNWT Policies and Programs

Early Childhood Action Plan

The Final Evaluation Report – Northwest Territories Early Childhood Action Plan, July 2001 to March 2004 was submitted to the Early Childhood Development Steering Committee. The report indicates that progress had been made toward achieving the goal of children and families with a strong sense of self, based on their unique language, culture and heritage. The development of community based resources, and the integration of language nest activities with programs and services at the community level were identified as key outcomes. The report also highlighted that,

> *"Through the Language Nest initiative, communities have an increased appreciation of the extent of the loss of their traditional languages." And "At the same time they have developed a heightened awareness of the importance of language acquisition in the early years."*
>
> Hume & Associates, March 2004, p 39

Aboriginal Language and Culture-Based Education Directive

In 2003-04, ECE researched and drafted a directive to Divisional Education Councils and District Education Authorities regarding minimum requirements in Aboriginal language and culture-based education activities. The directive addresses recommendations included in the *Final report of the Special Committee on the Review of Official Languages.* This process involved extensive consultation with DECs and Yellowknife DEAs, which resulted in some modifications being made to the original draft.

Among other things, the draft directive:

- required that where an Aboriginal language is taught, it must be taught for a minimum of 90 hours a year, which is similar to time allocated to other subjects such as French and Social Studies;
- required that, where an Aboriginal language is currently taught for less than 90 hours per year, the relevant DECs and DEAs identify the number of hours currently taught as well as any barriers to providing 90 hours of instruction per year. Following this, a plan to overcome the barriers and

raised the number of instructional hours to 90 hours a year, within a set timeframe, is to be established;
- set criteria for Aboriginal Language and Culture activities, requiring that a cultural activity have a significant Aboriginal language component;
- required that Aboriginal Language and Culture funding be spent only on approved Aboriginal Language and Cultural activities and staffing;
- required DECs and DEAs to submit an interim report and plan of action as of October 31st, detailing current and projected expenditures to year- end on Aboriginal Languages and Culture;
- clarified that funds not expended by a DEC or DEA on Aboriginal Language and Cultural activities in any given year, may be reallocated to another DEC or DEA that has developed a plan for Aboriginal language and culture that requires additional resources.

It is expected that this Directive will be issued and fully implemented effective September 1, 2004.

Evaluation of the *Canada-NWT Cooperation Agreement*

The *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT* provides 100 per cent of funding to implement and deliver French language programs and services required under the *Official Languages Act*. This includes administrative and policy support, as well as support for community and cultural development activities. In addition, the Agreement provides funding for Aboriginal language revitalization, maintenance, and enhancement activities; for ECE Aboriginal language support programs; and for the development of language resources.

In compliance with the Agreement, the GNWT was required to conduct an evaluation of the Agreement prior to its expiry on March 31, 2004. Terriplan Consultants of Yellowknife was contracted to carry out this evaluation, and submitted its report in March 2004.

The evaluation shows that the GNWT received $17.5 million during the 5 years of the Agreement. Of this amount, 54% of the Aboriginal and 91% of the French funding allocations were spent directly by the GNWT. The remaining funds were distributed to the language communities for their programming and activities, a total of $4.35 million for Aboriginal languages and $725,000 for French. The report concludes that the Agreement made an important contribution to the revitalization, maintenance and enhancement of Aboriginal languages, to the delivery of French language services, and to the promotion of the French language.

Case studies in the report have highlighted the need for local leadership to direct community activities; the need for projects to be creative, adaptive, interesting

and locally relevant; and the need for enhanced and stable funding levels, a simplified application process, and a more equitable funding formula.

The key findings of the report indicated a considerable level of satisfaction with the Agreement. Nonetheless, it did identify a need for improvements in the area of funding, specifically, regarding timeliness, re-allocation guidelines, and carry-over provisions for any unspent amount. Finally, the report concluded that funding alone could not ensure that the aims of the Agreement regarding the survival of Aboriginal languages are met. Equally important are sustained political will, community leadership and commitment as well as a coordinated approach involving families, communities and all levels of government.

Conclusion

The year 2003-04 has been one marked by change and the coming year will be equally significant as GNWT departments and board and agencies continue to work on outstanding issues and new initiatives as they relate to Official Languages. Throughout this process, the government will continue to seek out partnerships with French and Aboriginal language communities and their representatives. A collaborative approach involving individuals of all ages, families, communities and Elders is essential for the vibrant use of all Official Languages in the NWT

The Government of the Northwest Territories (GNWT) is committed to fulfilling its obligations under the *Official Languages Act* including the promotion of the use of Official Languages in the administration and delivery of government program and services as well as supporting the enhancement, maintenance, and revitalization of Aboriginal languages on an ongoing basis.

To that end, the GNWT will continue its efforts to obtain additional resources from the federal government through a new Canada-NWT Cooperation Agreement ensuring that Aboriginal and French programs and activities are supported appropriately.

Afterword

Since April 1, 2004 significant progress continues to be made in implementing commitments made in the *GNWT's Response to the Final Report of the Special Committee on the Review of the Official Languages Act.*

As these activities are laying the foundation for future work, activities have been highlighted as below outside of this initial report's time mandate:

- regulations for the Official Languages Board and the Aboriginal Revitalization Language Board as well as the languages community representatives to these boards have been approved;
- both Language boards are scheduled to hold their first meeting in October, 2004;
- the GNWT has established an interdepartmental committee to develop a results-based management and accountability framework on Official Languages programs and activities;
- research and initial drafting of new regulations for the Official Languages Act is currently underway;
- a directive on Aboriginal Language and Culture-Based Education was made effective September 1, 2004. This directive pertains to the appropriate use of funds allocated for Aboriginal Language and Culture in schools;
- the Minister of Canadian Heritage has extended the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT* for one (1) fiscal year at the last level of funding;
- work is underway to analyze the costs and benefits of establishing a single point of access and accountability on Official Language matters within the GNWT; and
- construction of École Boréale in Hay River started in September 2004. Completion of the project is expected in September 2005.

Full details of these and other achievements will be provided in the next annual report covering the fiscal year 2004-05.

Appendix 1

Official Languages of the Northwest Territories

The NWT Bureau of Statistics conducted the 2004 NWT Community Survey in January and February 2004. Statistics from this survey are based on responses from 9,384 residents 15 years of age and older.

The following graphs use data from the 2004 NWT Community Survey and previous surveys to illustrate some of the changes in ability to speak Official Languages over time. All the data in this appendix refers to the population 15 & older.

As of early 2004, nearly 98% of the population could speak English. This is a very slight increase from previous years and indicates that English is the most common language in the Northwest Territories.

As shown in **Figure 1**, between 1994 & 2004, the percent of the population who could speak French increased slightly from 8.5% to 9.7%. Nearly all of the increase occurred in Yellowknife, but was offset somewhat by a decline in French speakers in the regional centres (Inuvik, Fort Smith and Hay River).

Figure 1

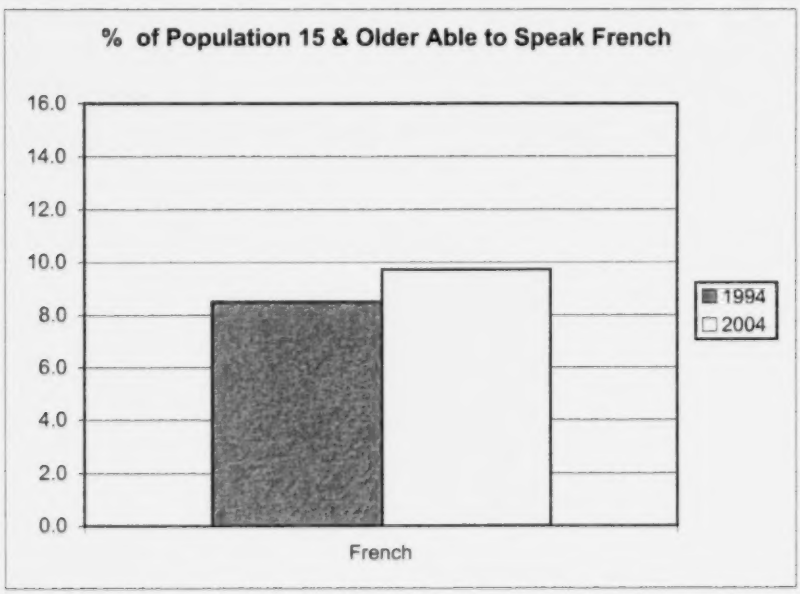
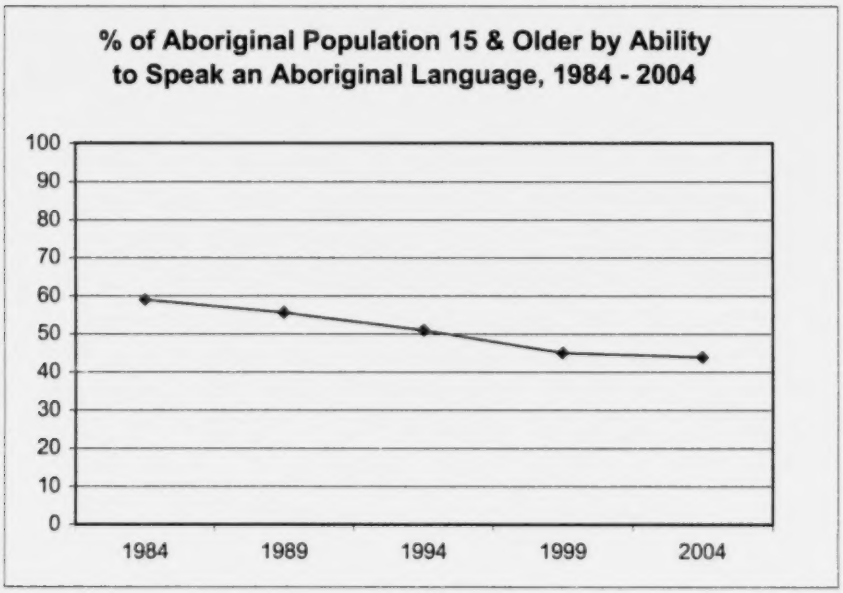


Figure 2 examines the historical percentages of Aboriginal persons able to speak an Aboriginal Language. In 1984, some 59% of the Aboriginal population could speak an Aboriginal language, however, over the past 20 years, this has steadily decreased and by 2004, about 44% of the Aboriginal population could speak an Aboriginal language.

Figure 2



There is a great deal of regional variation with respect to ability to speak an Aboriginal language. In 2004, nearly 94% of Aboriginal persons in the North Slave region could speak an Aboriginal language compared to only 25% in Yellowknife and the Beaufort Delta.

Between 1994 & 2004, the percentage of Aboriginal language speakers decreased in all regions, particularly in the Sahtu and Deh Cho regions with declines of approximately 10%. Despite the decrease, in 2004, approximately 60% of the Aboriginal populations in those two regions were able to speak an Aboriginal language (**Figure 3**).

Figure 3

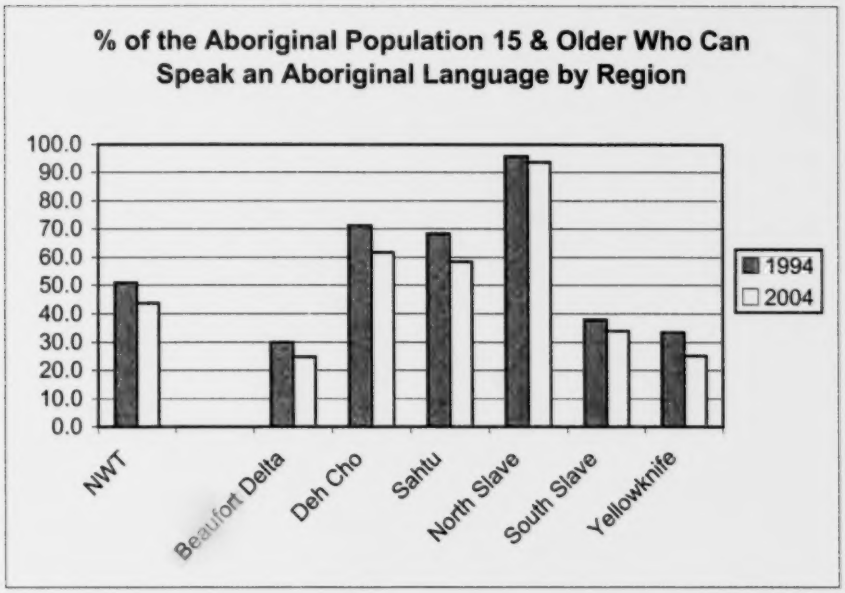


Figure 4 looks at the percentage of Aboriginal persons who speak an Aboriginal language broken down by age group. In both 1994 and 2004, nearly 89% of Aboriginal persons 65 & older could speak an Aboriginal language. In all the younger age groups, the percentage who could speak an Aboriginal language declined over the past 10 years with the largest decrease in the 55 to 64-year-old age group. In 2004, approximately 26% of Aboriginal persons aged 15 to 24 could speak an Aboriginal language.

Figure 5 shows the distribution of all Aboriginal language speakers broken down by age group. In 2004, of all the Aboriginal language speakers in the NWT, 16% were 65 & older, while just over 40% were aged 25 to 44-years-old.

Taken together, **Figures 4 & 5** indicate that although most of the Aboriginal population aged 65 & older is able to speak an Aboriginal language, they only comprise about 16% of all Aboriginal language speakers in the NWT. Similarly, approximately 41% of persons aged 35 to 44 could speak an Aboriginal language, representing 20% of all Aboriginal language speakers

Figure 4

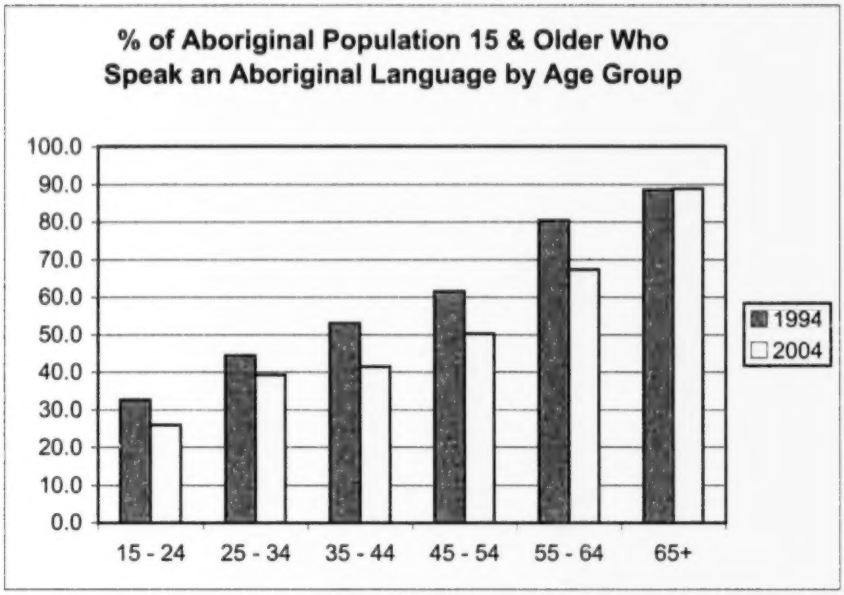
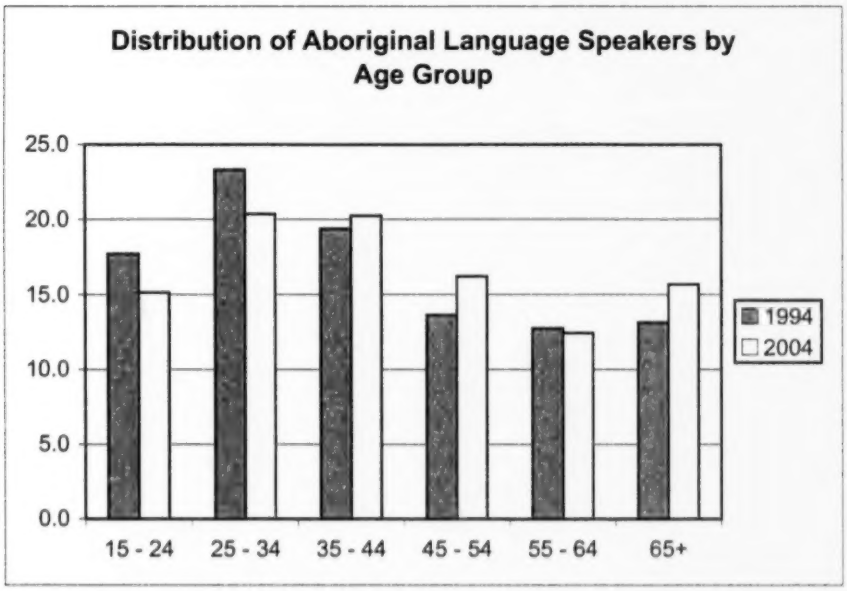
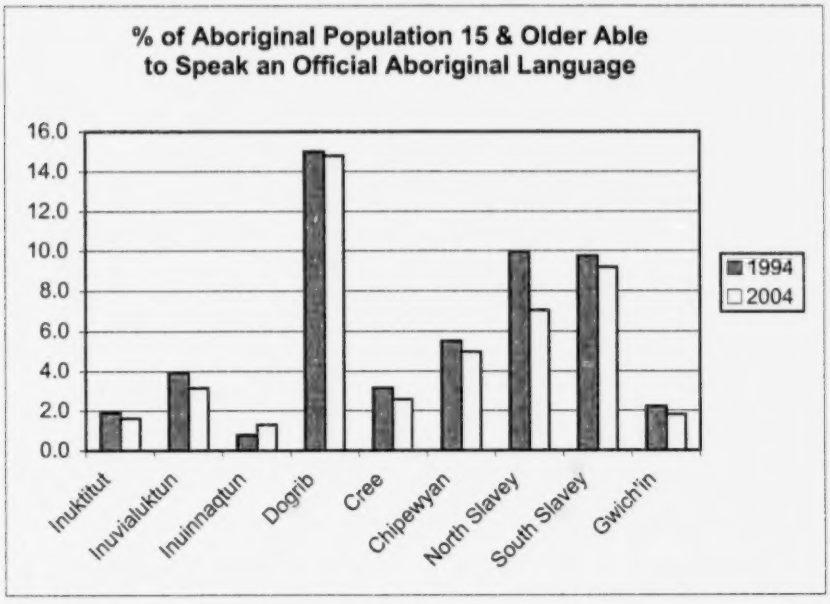


Figure 5



Looking at specific Aboriginal languages, Tłı̨chǫ is the most common with some 15% of Aboriginal persons able to speak that language. With the exception of Innuinaqtun, every official Aboriginal language saw a decrease in conversational ability between 1994 & 2004. For many languages, the decrease was minor, however, North Slavey speakers decreased by some 3% over the past 10 years.

Figure 6



The 2004 NWT Community Survey is a combination of two separate surveys, the NWT Labour Force Survey and the NWT Housing Needs Survey. A report on housing conditions has already been released and reports regarding the labour force, traditional activities and language are forthcoming. Additional survey results and methodology details are available from the NWT Bureau of Statistics' website at www.stats.gov.nt.ca.

Appendix 2

Total GNWT Official Languages Funding for 2003-2004 (*Votes 1 and 4)*

Aboriginal Languages		**Vote 4**	**Vote 1**
Agreement Evaluation		$44,000	$44,000
Teaching and Learning Centres		$475,000	$0
Beaufort-Delta DEC	$85,000		
Deh Cho DEC	$84,000		
Tłı̨chǫ DEC	$72,000		
Sahtu DEC	$63,000		
South Slave DEC	$62,000		
YK 1 DEA	$36,000		
YK 2 DEA	$35,000		
Conseil Scolaire francophone	$38,000		
Aboriginal Language and Culture Instructor Program		$196,000	$0
Aboriginal Language Broadcasting		$175,000	$222,000
Interpreter / Translator Training Program		$20,000	$0
Language Planning		$25,000	$0
Language Promotion		$15,000	$0
Language Resource Development		$0	$0
Geographic Place Names		$15,000	$0
Terminology Development / Language Workshop (H&SS)		$35,000	$0
Language Communities Total	$1,343,000	$900,000	$443,000
Chipewyan	$153,000		
Cree	$82,000		
Tłı̨chǫ	$243,000		
Gwich'in	$162,000		
Inuvialuktun	$242,500		
North Slavey	$151,000		
South Slavey	$224,500		
Other	$85,000		
Language Acquisition Initiative		$0	$919,000
Early Childhood Initiative (Language Nests)		$0	$898,000
Literacy - Official languages (from $2.4M Literacy Initiative)		$0	$300,000
Cultural Projects		$0	$111,000
Language services Section - Administrator		$0	$280,000
Aboriginal Language School Programs Total		$0	$6,696,000
Beaufort-Delta DEC	$1,705,000		
Deh Cho DEC	$877,000		
Tłı̨chǫ DEC	$893,000		
Sahtu DEC	$863,000		
South Slave DEC	$1,274,000		
Detta DEA	$75,000		
YK 1 DEA	$549,000		
YK 2 DEA	$394,000		
Conseil scolaire francophone	$66,000		
Total Funding for Aboriginal Languages		**$1,900,000**	**$9,913,000**

Source: Department of Education, Culture and Employment

*Vote 1 Funding refers to funding provided through the Territorial Government
*Vote 4 Funding refers to funding provided through the Canada-NWT Cooperation Agreement or the Canada – NWT Agreement for French Language Education

Total GNWT Official Languages Funding for 2003-2004 (*Vote 4)*

French Language		**Vote 4**	**Total Vote 4**
Canada - NWT Cooperation Agreement for French and Aboriginal Languages			
ECE	Agreement Evaluation	$88,000	
	GNWT French Translation Services	$315,000	
	Services to the Public	$50,000	
	Policy and Coordination	$110,000	
	Language Promotion	$15,000	
	Community Funding (PDCC)	$145,000	$723,000
Justice	Legal Translation Services	$425,000	
	Services to the Public	$32,000	$457,000
H&SS	Policy and Coordination	$40,000	
	Services to the Public	$27,000	
	Services to the Public (Health Boards)	$165,000	$232,000
Executive	Services to the Public		$6,000
Finance	Services to the Public		$2,000
FMBS	Services to the Public		$4,000
Legislative Assembly	Services to the Public		$15,000
MACA	Services to the Public		$12,000
NWT Housing corporation	Services to the Public		$10,000
Public Works and Services	Services to the Public / Office Space		$86,000
RWED	Services to the Public		$25,000
Transportation	Services to the Public		$15,000
Workers' Compensation Board	Services to the Public		$12,000
NWT Power Corporation	Services to the Public		$1,000
Special Project: Promotion of Language (FFT)			$30,000
Special Project: Coordinator (AFCY)			$48,645
Total			**$1,678,645**
Canada - NWT Agreement for French Language Education			$1,266,000
Total Funding for French			**$2,944,645**

Source: Department of Education, Culture and Employment

If you would like this information in another official language, call us.

English

Si vous voulez ces informations en français, contactez-nous.

French

Kispin ki nitawihtin ē nihiyawihk ōma ācimōwin, tipwāsinān.

Cree

TEJCHO YATI K'ĘĘ. DI WEGODI NEWO DE, GOTS'O GONDE.

Tłı̨chǫ

ʔERIHTʼIS DËNE SÚLINÉ YATI ʔA HUTS ELKÉR XA BEYAYATI THEʔA ʔATʼE. NUWE TS ËNʼ YÓLTI.

Chipewyan

EDI GONDI DEHGÁH GOTʼIE ZHATIÉ KʼÉÉ EDATLʼÉH ENAHDDHE NIDE.

South Slavey

KʼÁHSHÓ GOTʼĮNE XƏDÓ KʼÉ HEDÉRI ʔEDIHTLʼÉ YERÍNIWE NÍDÉ DÚLE.

North Slavey

Jii gwandak izhii ginjik vaʼatrʼijahchʼuu zhit yinohthan jì', diits'àt ginohkhìi.

Gwich'in

UVANITTUAQ ILITCHURISUKUPKU INUVIALUKTUN, QUQUAQLUTA.

Inuvialuktun

ᑲᓇᐃ ᑎᑎᕐᓂᐃᑦ ᐱᖃᓗᒍᑎᑦ ᐃᓄᕐᑎᑕᕐᕕᐊᓗᓂᕐ, ᐅᖃᐅᓯᖏᓐᓄᑦ ᐅᑉᐱᓵᓕᕐᓂᐊᖅ

Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.

Inuinnaqtun

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This report was produced in part thanks to the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

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